

CBS

Colegio Bautista Shalom



English Course

First Grade

Third Bimester

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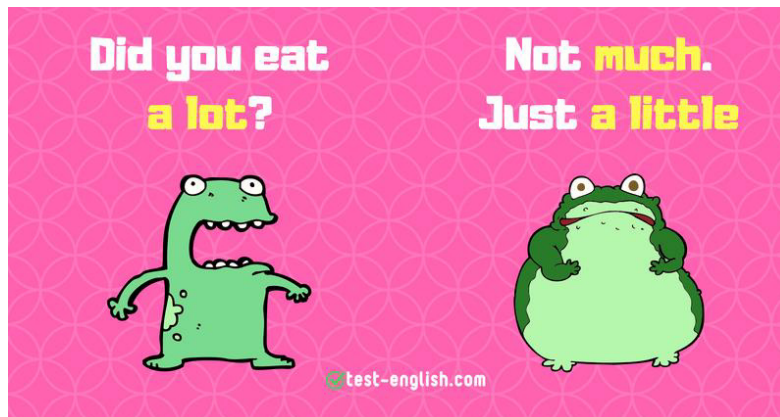
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NOTE: As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher.

HOW TO USE SOME AND ANY | MUCH AND MANY

The differences between *some* and *any*, and also, *much*, *many*, and *a lot*, often cause difficulties for learners. These are examples of quantifiers. Although the rules are not complicated, there are a number of exceptions that can cause confusion.

In this section, we will look at the rules for *some* and *any* and see examples to illustrate the differences and potential errors in use. This article looks at the basic usage of these words and so learners should appreciate that there are other ways that they are also used. For a more complete explanation, you should look up quantifiers.



QUANTIFIERS AS DETERMINERS

SOME AND ANY

We can use 'some' in affirmative sentences and interrogatives though it is most often used in affirmative statements.

Both may be used with countable and uncountable nouns.

Do we need any rice?
No, we don't need any rice.
We have some rice in the cupboard.

Some may also be used for questions, typically offers and requests, if we think the answer will be positive.

Would you like some wine?
May I have some more chocolate?

We use 'any' in negative statements and questions.

- *She has **some** messages for you.*
- *Can I ask you **some** questions?*
- *Is there **any** salt in this container?*
- *I don't have **any** books with me.*

Both 'some' and 'any' can be used with countable and uncountable nouns. We must use the plural form when 'some' and 'any' come before a countable noun.

- *Are there **any** raisins in it?*
- *I just saw **some** dogs running through the woods.*

'Any' can also be used in the negative with 'not'.

- *They did **not** have **any** decorations.*
- *There aren't **any** people here yet.*

EXERCISE 01 Some or Any? Write the correct quantifier in the box.

1 We need bananas.

- 2 You can't buy posters in this shop.
- 3 We haven't got oranges at the moment.
- 4 Peter has bought new books.
- 5 She always takes sugar with her coffee.
- 6 I have seen nice postcards in this souvenir shop.
- 7 There aren't folders in my bag.
- 8 I have magazines for you.
- 9 There are apples on the table.
- 10 Pam does not have pencils on her desk.

MUCH/ MANY AND A LOT OF

These work in the same way as some and any. Much may only be used with uncountable nouns while many are used with countable.

*Do we have much time?
Were there many people at the party?*

A lot of is used for positive.

There were a lot of people at the party.

Again, much and many may also be used in questions if the speaker thinks that the answer will be positive.

NOT MANY/NOT MUCH





'Man' and 'much' can also be used in the negative with 'not'.

- *There are **not many** people here.*
- *There's **not much** stuff to do around here.*

When *any*, *much/many* are used in negative sentences, the verb is in the negative form. It is also possible to produce negative by using *no* or *none*.

*There weren't any people in the restaurant.
There were no people at the restaurant.
Were there any problems during the project?
There were none.*

EXERCISE 02: Write the correct quantifier in the box. Much, many or a lot of

- 1  There isn't coffee
- 2  How eggs are there?
- 3  There are fish.
- 4  Don't eat too sweets.
- 5  How is it?
- 6  Peter drinks water.
- 7  We didn't hear noise.
- 8  There aren't cars.
- 9  She has books.
- 10  I love you very .

HARDLY ANY

'Hardly any' means *very few, almost none*. It is similar to 'not many', except 'hardly any' can be used with countable and uncountable nouns. It is used in affirmative statements.

- There are **hardly any** crackers left.
- She ate **hardly any** food when she was here.

EXERCISE 03: Write 10 sentences using hardly any.

QUANTIFIERS AS PRONOUNS

Some quantifiers can function as pronouns when the noun is *known* or *obvious*.

MANY/MUCH

- Yes, you can have chips for a snack. But, don't eat too **many**. ('many' refers to 'chips')
- Do you need money? Yes, because I don't have **much**. ('much' refers to 'money')

Again, we use 'many' to refer to *countable* nouns and 'much' to refer to *uncountable* nouns.

A LOT/LOTS

- Look at the food! I am going to eat **a lot**!
- I have not finished my homework, yet. I still have **lots** to do.
- My mom made cookies, and I want **lots / a lot**.

- *Did you find the right information? Yes, I did, and there is **a lot**.*

'Lots' is more informal. We can use 'lots' and 'a lot' to refer to both countable and uncountable nouns.

EXERCISE 04: Choose the right answer (much, many, a lot, a lot of, lots) and write it in the box.

1. We have oranges.
2. We don't have bananas, and we don't have fruit juice.
3. Do you have any cereal? Sure, there's in the kitchen."
4. How is this? It's ten dollars.
5. How do you want? Six, please.
6. He's very busy; he has work.
7. David has rice, but Tyler doesn't have .
8. London has beautiful buildings.
9. They eat apples.
10. I wrote poems.
11. I have got money.
12. I visited European cities.
13. Do you like soccer? Yes .
14. Were there guests in the wedding? Yes, there were .
15. Leila is popular. She's got friends. Nancy does not have .

SOME/ANY/MOST

- *I want a piece. Is there **any** left?*
- *Did you have cake? Yes, I had **some**.*
- *No one would even try this. Actually, **some** have done it.*
- *You can talk to the students, but **most** have already left.*

We can use 'some' and 'an' to refer to *both* countable and uncountable nouns. We use 'most' to refer to *countable* nouns.

HARDLY ANY/NOT MANY/NOT MUCH

- *The students know the due date is close, but **not many** have even started the assignment, yet. ('not many' refers to 'students')*
- *Coffee? Hurry, there's **not much** left. ('not much' refers to 'coffee')*
- *I wanted one of those pens, but there are **hardly any** left.*

We can use 'not many' to refer to *countable* nouns, 'not much' to *uncountable* nouns, and 'hardly any' to *both* countable and uncountable nouns.

EXERCISE 05: Write 15 sentences using hardly any, not many and not much.

COOKING INSTRUCTIONS

The following list of verbs frequently appear when reading the cooking instructions of recipes in English. I have included some examples sentences using each verb:

ADD: To put ingredients together; to put one ingredient with the others.

- **Add** more salt to the dish if necessary.

BAKE: To cook in an oven using heat and without extra fat, oil or liquid.

- It smells good in the kitchen because I'm **baking** a cake.

BARBECUE: To cook food (usually meat) by using fire or hot coals on a grill outside.

- I'm going to **barbecue** some sausages for lunch.

BEAT: To stir (usually eggs, cream, butter) quickly and continually to make a smooth or frothy mixture.

- **Beat** the cream until it starts to thicken.

BLEND: To mix two or more substances so they combine together. Often done in an appliance called a blender which has quickly rotating blades.

- You can **blend** fruit to make your own smoothie.

BOIL: To heat water or another liquid until little bubbles form.

- **Boil** the potatoes until they are cooked.

BREAK: To separate into smaller parts by force.

- **Break** the eggs into a glass bowl.

BROIL: To cook meat or vegetables on a rack with an extremely high temperature.

CARVE: To cut meat into slices.

- Who is going to **carve** the Thanksgiving turkey?

CHOP: To cut into small pieces, generally used with vegetables.

- **Chop** the spring onions then add them to the dish.

COMBINE: To put two or more things together.

COOK: To prepare food by heating it so that it is not raw and can be eaten.

- **Cook** the chicken until there are no pink parts.

CRUSH: To cause to separate or flatten by extreme force, often used with garlic.

CUT: To separate or divide a solid by using a knife.

- He **cut** the meat into little pieces.

DRAIN: to remove excess liquid from food after washing or cooking it.

- **Drain** the water from the pot of spaghetti.

FRY: To cook by putting the food into extremely hot oil.

- I **fried** some bacon and eggs for breakfast.

GRATE: To divide into small parts by rubbing on a serrated surface, usually used with cheese.

- **Grate** a large carrot and add it to the salad.

GREASE: To coat with oil or butter.

- Make sure you **grease** the pan before putting the mix in otherwise the cake will stick to the sides.

GRILL: To cook by putting the food on a grill; similar to barbecue. Also refers to heating the food under a grill in a cooker which radiates heat downwards.

KNEAD: To press and stretch dough with your hands. Usually used when making bread.

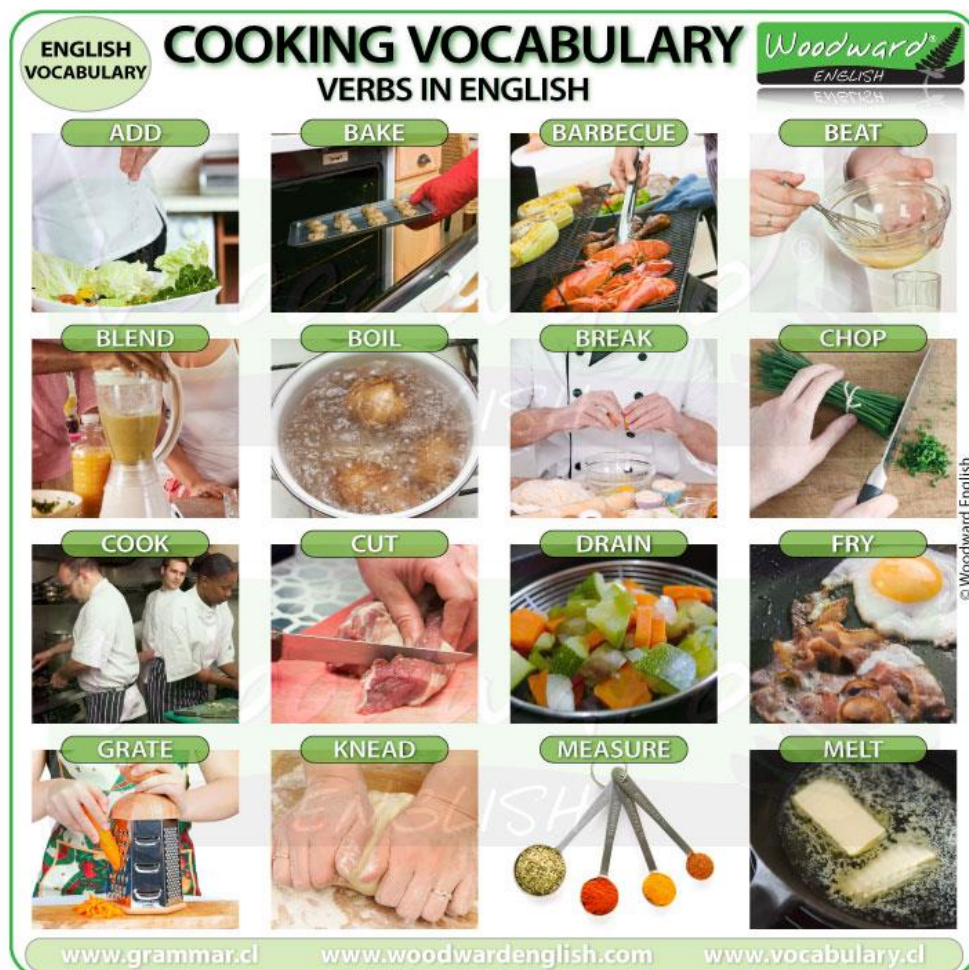
- **Knead** the dough for the pizza base.

MEASURE: To obtain an exact quantity or amount of an ingredient.

- **Measure** exactly half a teaspoon of curry.

MELT: to make something become liquid through heating.

- **Melt** the butter before adding it to the mix.



MICROWAVE: To heat up food with a microwave oven.

- Remove the food from the metal container before you **microwave** it.

MINCE: to grind food, normally meat, into small pieces. A machine is often used to do this.

MIX: To combine two or more things using a spoon, spatula, or electric mixer.

- **Mix** the flour, melted butter and sugar together.

OPEN: To remove the top from a can or jar.

PEEL: To remove the skin or outer layer from fruit or vegetables.

- **Peel** the potatoes before boiling them.

POUR: To transfer liquid from one container to another.

- **Pour** the chocolate sauce over the pears.

ROAST: To cook (usually meat and vegetables) in the oven or over a fire.

- We are going to **roast** the chicken and vegetables.

SAUTÉ: To quickly fry food by placing it in hot oil in a frying pan.

SCRAMBLE: To mix the white and yellow parts of eggs together while cooking them in a pan.

- **Scramble** the eggs in a frying pan.

SIFT: to put a fine substance through a sieve so as to remove lumps or large particles.

- **Sift** the flour into a large bowl.

SLICE: To cut into thin or wide portions that are of similar size.

- **Slice** the tomatoes and add them to the salad.

SPRINKLE: to cover an object or surface with small drops or particles of a substance.

- **Sprinkle** icing sugar over the cake.

SQUEEZE: to extract a liquid or soft substance from something by compressing it firmly.

- **Squeeze** the juice from three lemons.

STEAM: To cook by placing the food above boiling water. Steam is the vapor that comes from hot water.

STIR: To mix liquid ingredients by moving a spoon around in a circular motion.

- **Stir** until the sugar has completely dissolved.

STIR-FRY: To cook small pieces of food by moving it quickly in a wok or pan with hot oil.

- I'm going to **stir-fry** these vegetables.

TENDERIZE: to make meat softer and easier to eat by beating it or adding marinade before cooking it.

- I think we should **tenderize** the steak before cooking it.

WASH: To immerse food in water to make sure it becomes clean.

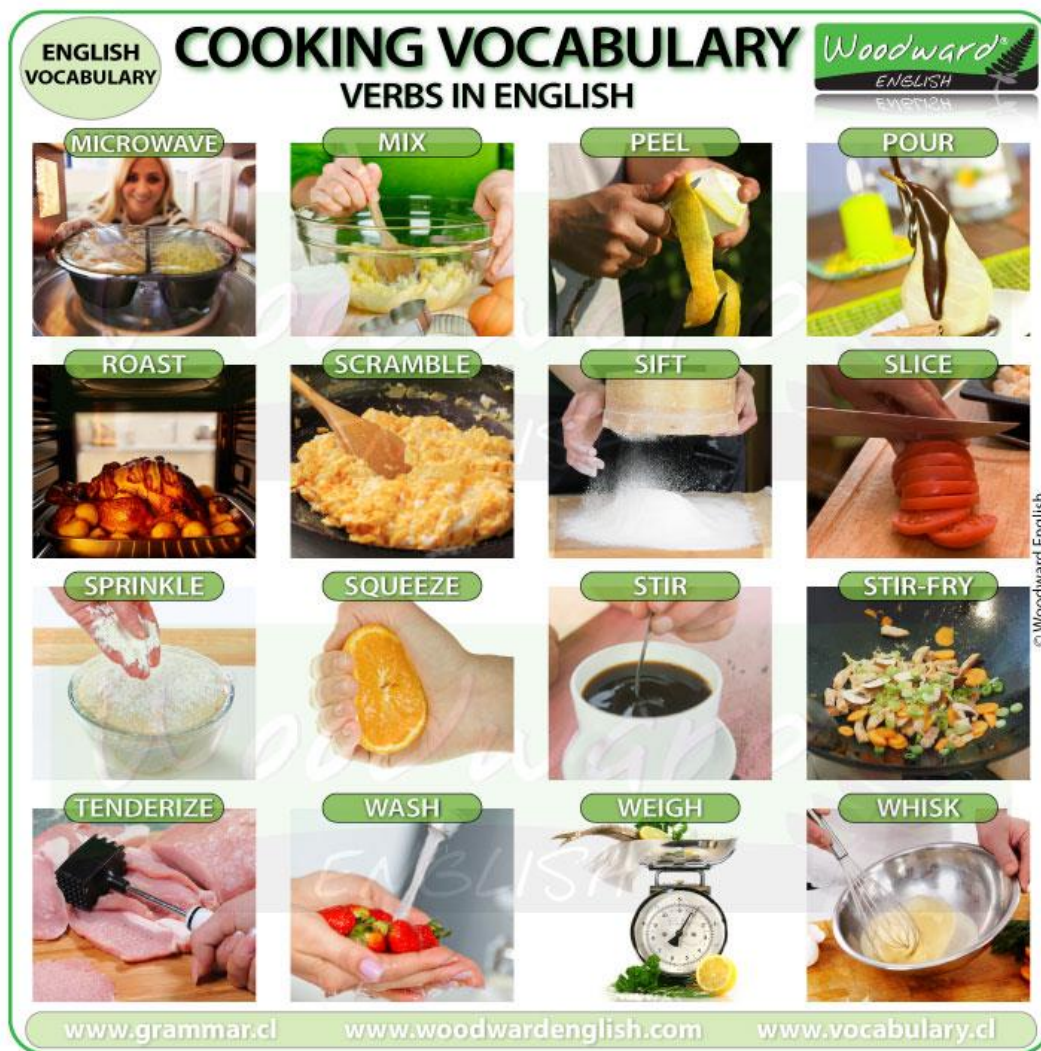
- **Wash** the strawberries before cutting them into pieces.

WEIGH: To measure the weight (grams, ounces or pounds) of something.

- **Weigh** the mix to make sure you have the right amount.

WHISH: to mix liquids, eggs, etc. into a stiff light mass, using a fork or a special tool (such as a whisk).

- **Whisk** all of the eggs together with the milk.



HOW TO TALK ABOUT PRICES

To learn how you should ask what the price of something is? scan the QR code and practice with the video tutorial.

To learn how you describing expensive and inexpensive items scan the QR code and practice with the video tutorial.



BASIC ENGLISH SENTENCE PATTERNS

A. When we make simple English sentences, we usually follow the Subject-Verb-Object pattern.

Steps:

1. Put the subject and the adjectives such as 'fat', 'thin' etc. or any words describing the subject at the beginning of the sentence
2. Put the verb and some adverbs such as 'often', 'usually' etc. after the subject
3. Put the object of the verb, the adjectives or other words describing the object and the adverbs describing the verb at the end of the sentence.

Subject	Verb	Object
Paul	often eats	biscuits.
Mary	ate	two apples quickly.
My father and mother	are eating	mangoes now.
The fat girl	has eaten	a watermelon.
That little boy	will eat	some bread soon.

EXERCISE 06: Rearrange the words in correct order to make complete sentences on the right side. Check the example.

0. the fat cat / a mouse / is chasing.	The fat cat is chasing a mouse.
--	---------------------------------

1. that thin girl / is drinking / milk now
2. the robbers yesterday / the police / caught
3. our teacher / like /we
4. my mother / my baby sister / is looking after
5. has just written / a letter / the tall man
6. the students / have solved / some Mathematics problems
7. her aunt tomorrow / will visit / Mary
8. newspapers every day / my boss / reads
9. enjoyed / the movie / the audience
10. the cook / some chocolate cakes / has made

B. Some verbs can be followed by two objects without an 'and' connecting them. One of these objects is called the 'direct object' and the other the 'indirect object'. Below is the pattern of a sentence containing both direct object and indirect object:

Subject – Verb – Indirect Object – Direct Object

Subject	Verb	Indirect Object	Direct Object
I	gave	my sister	a birthday present.
My parents	always tell	me	stories.
We	have lent	him	some money.
They	are asking	the teacher	some questions.

EXERCISE 07: Rearrange the words in correct order to make complete sentences. Check the example.

0. my sister / a birthday cake yesterday / me / baked My sister baked me a birthday cake yesterday.

1. the short man / has bought / some crayons from the stationery shop / his son

2. the policeman / has just shown / the driver / his driving license

3. the patient / gave / some medicine / the nurse

4. brought / me / a bouquet of flowers last week / my uncle

5. the shopkeeper / the customer / is paying / two hundred dollars

6. he / his brother / the secret / has never told

7. a postcard from Japan / sent / her / her best friend

8. did not lend / his new model car / the child / his classmate

9. her mother / cooked / her / some congee

10. has ever given / any help / the blind woman / no one in the street

C. Sometimes a preposition is put in front of the indirect object.

The pattern of such sentence is:

Subject – Verb – Direct Object – Preposition – Indirect Object

Subject	Verb	Direct Object	Preposition	Indirect Object
My friend	has sent	a letter	to	me.
His parents	bought	a computer	for	him.

EXERCISE 08: Rewrite each of the following sentences by placing the word in brackets before the indirect object. Write the correct sentences on the right side. Check the example.

0. My brother showed me his new wallet.	(to) My brother showed his new wallet to me.
1. The postman took her a letter yesterday. (to)	_____
2. The dog owner gives his dog a bone every day. (to)	_____
3. The students sent their teacher a present. (to)	_____
4. The gardener handed me some flowers. (to)	_____
5. My mother has already taken my father a cup of coffee.(to)	_____
6. She found me a seat in the concert last Sunday. (for)	_____
7. Betty has painted her best friend a beautiful picture. (for)	_____
8. We bought our uncle a pair of gloves on his birthday. (for)	_____
9. The tailor made the princess a new dress. (for)	_____
10. Judy has baked me some chocolate cookies. (for)	_____

FOUR BASIC PATTERNS

Every sentence pattern below describes a different way to combine clauses. When you are drafting your own papers or when you're revising them for sentence variety, try to determine how many of these patterns you use. If you favor one particular pattern, your writing might be kind of boring if every sentence has exactly the same pattern. If you find this is true, try to revise a few sentences using a different pattern.

NOTE: Because nouns can fill so many positions in a sentence, it's easier to analyze sentence patterns if you find the verbs and find the connectors. The most common connectors are listed below with the sentence patterns that use them.

In the descriptions below, S = Subject and V = Verb, and options for arranging the clauses in each sentence pattern given in parentheses. Connecting words and the associated punctuation are highlighted in brown. Notice how the punctuation changes with each arrangement.

Pattern 1: Simple Sentence

One independent clause (SV)

Mr. Potato Head eats monkeys.

I refuse.

TRY THIS: Look for sentences in your own text that have only one clause. Mark them with a certain color so they stand out.

Pattern 2: Compound Sentence

Two or more independent clauses

They can be arranged in these ways: (SV, and SV) or (SV; however, SV)

Connectors with a comma, the FANBOYS: for, and, nor, but, or, yet, so (See our handout on commas for more info.)

Connectors with a semicolon and comma: however, moreover, nevertheless, nonetheless, therefore ...

Example compound sentences:

- Mr. Potato Head eats them for breakfast every day, but I don't see the attraction.
- Eating them makes him happy; however, he can't persuade me.

TRY THIS: Scan your own text to find the compound connectors listed above. Circle them. Find the verb and the subject of the clauses on both sides of the connectors. Highlight your compound sentences with a color that's different from the one you used to mark your simple sentences.

Pattern 3: Complex Sentence

One independent clause + one or more dependent clauses

They can be arranged in these ways: (SV because SV.) or (Because SV, SV.) or (S, because SV, V)

Connectors are always at the beginning of the dependent clause. They show how the dependent clause is related to the independent clause. This list shows different types of relationships along with the connectors that indicate those relationships:

- Cause/Effect: because, since, so that.
- Comparison/Contrast: although, even though, though, whereas, while.
- Place/Manner: where, wherever, how, however.
- Possibility/Conditions: if, whether, unless.
- Relation: that, which, who, whom.
- Time: after, as, before, since, when, whenever, while, until.

Examples of complex sentences:

- He recommends them highly because they taste like chicken when they are hot.
- Although chicken always appeals to me, I still feel skeptical about monkey.
- Mrs. Potato Head, because she loves us so much, has offered to make her special monkey souffle for us.
- She can cook it however she wants.
- Although I am curious, I am still skeptical.

Try this:

- Scan your own text to find the complex connectors listed above. Circle them.
- Find the verb and the subject of the clauses that goes with each connector, remembering that the dependent clause might be in between the subject and verb of the independent clause, as shown in the arrangement options above.
- Highlight your complex sentences with a color that's different from the one you used to mark your simple sentences.

Pattern 4: Compound-Complex Sentence

Two or more independent clauses + one or more dependent clauses

They can be arranged in these ways: (SV, and SV because SV) or (Because SV, SV, but SV)

Connectors: Connectors listed under Patterns 2 & 3 are used here. Find the connectors, then find the verbs and subjects that are part of each clause.

- Mr. Potato Head said that he would share the secret recipe; however, if he does, Mrs. Potato Head will feed him to the piranhas, so we are both safer and happier if I don't eat monkeys or steal recipes.

TRY THIS: Use a fourth color to highlight the compound-complex sentences in your text (the ones with at least two independent and at least one dependent clauses).

Look at the balance of the four different colors. Do you see one color standing out? Do you notice one missing entirely? If so, examine your text carefully while you ask these questions:

- Could you separate some of the more complex sentences?
- Could you combine some of the shorter sentences?
- Can you use different arrangement options for each of the sentence patterns?
- Can you use different connectors if you change the order of the clauses?

ADJECTIVES FOR DESCRIBING CITIES AND NEIGHBORHOODS

Cities and towns come in all sizes. Some are big, and some are small. Each city or town has many neighborhoods, which are groups of houses or apartments where people know each other. The people in your neighborhood are called your neighbors. There are many ways to describe cities and neighborhoods:

Size: big, huge, large, tiny, small, medium.

Location: Downtown, in a suburb (next to a city), in the city, out of the city, rural.

Feel: busy, loud, quiet, convenient, exciting, modern, traditional, green, crowded, safe, and dangerous.

Example:

- What is your city like?
 - My city is small and rural. It is not a big city. It is quiet.
- What is your neighborhood like?
 - My neighborhood is quiet and safe. It is not busy or dangerous.

EXERCISE 09: Practice: Ask your partner about their hometown. Try to find three similarities and three differences between you and your partner's hometowns.

1. What is your hometown like?
2. What is your neighborhood like?
3. Is your city safe or dangerous?
4. Is your city crowded?
5. Is your neighborhood green?
6. Is your neighborhood busy?

similarities	Differences

EXERCISE 10: Describing Houses.

PART 1:

You are choosing a new house to buy. The list below has some qualities of houses. Put the list in order of importance for you. Write 1-10 next to each quality. Number 1 is the most important thing for you.

_____ a big size _____ a modern style _____ a large yard or garden outside _____ close to shopping and restaurants _____ a parking space for a car _____ friendly neighbors _____ a good price _____ a fireplace _____ a quiet neighborhood _____ a nice kitchen

PART 2:

Imagine you are buying the house with your partner. Compare your lists and choose the most important 3 qualities. You must agree.

ADVERBS OF PLACE

Adverbs of place tell us **where** something happens. Adverbs of place are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs. Some examples of adverbs of place: here, everywhere, outside, away, around.

Examples:

- John looked **around** but he couldn't see the monkey.
- I searched **everywhere** I could think of.
- I'm going **back** to school.
- iCome in!
- They built a house **nearby**.
- She took the child **outside**.

HERE AND THERE

Here and *there* are common adverbs of place. They give a location relative to the speaker. With verbs of movement, *here* means "towards or with the speaker" and *there* means "away from, or not with the speaker".

Sentence	Meaning
Come here!	Come towards me.
The table is in here.	Come with me; we will go see it together.
Put it there.	Put it in a place away from me.
The table is in there.	Go in; you can see it by yourself.

Here and *there* are combined with prepositions to make many common adverbial phrases.

Examples:

- What are you doing **up there**?
- Come **over here** and look at what I found!
- The baby is hiding **down there** under the table.
- I wonder how my driver's license got stuck **under here**.

Here and *there* are placed at the beginning of the sentence in exclamations or when emphasis is needed. They are followed by the verb if the subject is a noun or by a pronoun if the subject is a pronoun.

Examples:

- **Here** comes the bus!
- **There** goes the bell!
- **There** it is!
- **Here** they are!

EXERCISE 11: Write *here* or *there* in the box to complete the sentences.

- Man: Hello, is Martin ?
Receptionist: No, sorry. He's not at the moment.
- What is that dark shape over behind the tree?
- My parents live in that house across the road.
- Michael, come in. What a surprise. You are early.
- Can you come for a minute, please?

ADVERBS OF PLACE THAT ARE ALSO PREPOSITIONS

Many adverbs of place can also be used as prepositions. When used as prepositions, they must be followed by a noun.

Word	Used as an adverb of place, modifying a verb	Used as a preposition
around	The marble rolled around in my hand.	I am wearing a necklace around my neck .
behind	Hurry! You are getting behind .	Let's hide behind the shed .
down	Mary fell down .	John made his way carefully down the cliff .
in	We decided to drop in on Jake.	I dropped the letter in the mailbox .
off	Let's get off at the next stop.	The wind blew the flowers off the tree .
on	We rode on for several more hours.	Please put the books on the table .
over	He turned over and went back to sleep.	I think I will hang the picture over my bed .

ADVERBS OF PLACE ENDING IN -WHERE

Adverbs of place that end in -where express the idea of location without specifying a specific location or direction.

Examples:

- I would like to go **somewhere** warm for my vacation.
- Is there **anywhere** I can find a perfect plate of spaghetti around here?
- I have **nowhere** to go.
- I keep running in to Sally **everywhere**!

ADVERBS OF PLACE ENDING IN -WARDS

Adverbs of place that end in -wards express movement in a particular direction

Examples:

- Cats don't usually walk **backwards**.
- The ship sailed **westwards**.
- The balloon drifted **upwards**.
- We will keep walking **homewards** until we arrive.

Be careful: *Towards* is a preposition, not an adverb, so it is always followed by a noun or a pronoun.

Examples:

- He walked **towards the car**.
- She ran **towards me**.

ADVERBS OF PLACE EXPRESSING BOTH MOVEMENT & LOCATION

Some adverbs of place express both movement & location at the same time.

Examples:

- The child went **indoors**.
- He lived and worked **abroad**.
- Water always flows **downhill**.
- The wind pushed us **sideways**.

EXERCISE 12: Write 20 sentences exemplifying these four types of adverbs of places

DAILY ROUTINES

				
Wake up	Get up	Make the bed	Have a shower	Get dressed
				
Have breakfast	Read the news	Listen to the radio	Go to school	Go to work
				
Wait for the bus	Take a taxi	Work	Study	Do the cleaning
				
Do the washing	Have a break	Go shopping	Do the cooking	Wash the dishes
				
Phone people	Watch TV	Have a walk	Surf the net	Go to bed

Daily Routines

Match the words with the pictures by inserting the correct number into the circle :

					
	<ol style="list-style-type: none"> 1. go home 2. have lunch 3. have breakfast 4. have dinner 5. take a bath 6. wake up 7. wash 8. watch TV 9. go to bed 10. go to school 11. start school 12. do homework 13. get dressed 14. play soccer 				
					
					
					

Sophie's daily routine



Sophie is eleven years old and she lives in Brighton, England.

She usually gets up at a quarter to eight, she has a shower, gets dressed and then she brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth again because she likes them white and healthy!

Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch.

After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then she usually reads a book or chats with her parents for a while.

Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth. Sophie is a happy little girl!

A

Answer the questions about the text.

1. What time does Sophie get up?
.....
2. Does she usually have a shower?
.....
3. What does she eat for breakfast?
.....
4. What does she drink for breakfast?
.....
5. What does she do after breakfast?
.....
6. Does she go to school on foot?
.....
7. What time does school start?
.....
8. What time does it finish?
.....
9. Where does Sophie usually have lunch?
.....
10. Who is Sophie's best friend?
.....
11. What does Sophie do when she returns home?
.....
12. How many times a day does she brush her teeth?
.....
13. Is she a happy girl?
.....

B

Order Sophie's daily routine.

- She goes to bed at about ten o'clock.
She gets dressed.
She catches the bus to school.
She has lunch at the school canteen.
She listens to music.
She gets up.
She does her homework.
She has a shower.
She has dinner.

C

Write the sentences in the interrogative and negative forms.

1. Sophie brushes her teeth three times a day.
NEG
INT
2. She goes to school by bus.
NEG
INT
3. She listens to music.
NEG
INT
4. She chats with her parents for a while.
NEG
INT

Take it of iSLCollective.com

EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)

<https://agendaweb.org/exercises/grammar/countable-uncountable/many-much-a-lot-of-1>

<https://chem.libretexts.org/@go/page/62925>

<https://english.lingolia.com/en/vocabulary/confusing-words/here-there/exercises>

<https://grammartop.com/pronouns-and-determiners-quantifiers/>

https://grammartop.com/pronouns-and-determiners-quantifiers/#cmtoc_anchor_id_1

<https://www.ef.com/wwen/english-resources/english-grammar/adverbs-place/>

https://www.englisch-hilfen.de/en/exercises/confusing_words/some_any.htm

<https://www.hornerschool.com/some-and-any/>

<https://www.myenglishpages.com/english/grammar-exercise-many-lot.php>

<https://www.vocabulary.cl/Lists/Cooking-Instructions.htm>